



The curriculum for this stage of students' education has been designed to continue to build on core music skills to learn the techniques required to succeed at GCSE level. Students will be more proficient on their chosen instruments and are encouraged to develop in confidence by taking part in live performances when appropriate. Students are expected to work more independently on composition tasks, building up a portfolio of ideas to draw on for GCSE coursework assignments. Musical terminology is learnt and revisited in order to be able to answer GCSE questions with increasing depth and understanding.

<p>HALF TERM 1: SET WORK 1 and ENSEMBLE PERFORMANCE STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> · How to play their chosen instrument with increasing control and expression. · How to play/sing one of the parts for Set work 1 and take part in a whole class performance. · The structure, instrumentation and other key points about the set work. · How to recognise features of Baroque, Classical and Romantic periods. · Musical terms relating to texture (Monophonic; Homophonic; Polyphonic). · How to compose a piece on a ground bass using features taken from the Baroque period. <p>HOW THIS WILL BE ASSESSED: Free choice Solo Performance. Ground bass composition assessment. Listening assessment on Set Work 1.</p>	<p>HALF TERM 2: BHANGRA and FUSION</p> <p>STUDENTS MUST KNOW: · How to recognise and describe key features of Bhangra. · How to recognise a variety of different music fusion genres. · How to construct a composition brief for a free composition. · How to write a progress log for a GCSE composition. · The assessment criteria for a successful GCSE composition. · How to organise rehearsals effectively to achieve a successful ensemble performance. · How to refine performances by recording, listening, analysing and discussing issues of balance and musical expression. · How to fill in missing notes; melody dictation.</p> <p>HOW THIS WILL BE ASSESSED: Free choice Ensemble Performance. Free composition (Popular Music). Listening assessment on Bhangra/Fusion.</p>	<p>HALF TERM 3: SET WORK 2 and MUSICAL THEATRE</p> <p>STUDENTS MUST KNOW: · How to play/sing one of the parts for Set work 2 and take part in a whole class performance. · The structure, instrumentation and other key points about the set work. · How to adapt music for their instrument from a score. · How to produce an ensemble performance of a set piece. · Analysing chords from a score. · How to recognise different cadences by sound and from score.</p> <p>HOW THIS WILL BE ASSESSED: Ensemble Performance (Set work 2). Listening assessment on Set Work 2.</p>
<p>HALF TERM 4: REVISION</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> · Keywords and concepts studied so far. · Exam techniques for listening paper. <p>HOW THIS WILL BE ASSESSED:</p> <p>Mock Listening Exam.</p>	<p>HALF TERM 5: FREE COMPOSITION</p> <p>STUDENTS MUST KNOW: · How to construct a suitable brief for their free composition. · How to develop composition ideas using a variety of devices to produce a well-structured finished piece. · How to notate their piece by hand or using music software. · How to complete their written composition log. · Which performance pieces they are submitting for their first coursework recital in September (1 solo, 1 ensemble).</p> <p>HOW THIS WILL BE ASSESSED: Free Composition (final coursework submission).</p>	<p>HALF TERM 6: FINAL PERFORMANCE RECITAL PREPARATION</p> <p>STUDENTS MUST KNOW: · What refinements need to be made to their performances. · How to practise with focus and concentration. · How to recall musical terms and definitions from vocabulary list. · How to effectively answer exam questions.</p> <p>HOW THIS WILL BE ASSESSED: Practice exam questions. Key word/definition test. Mock Performance assessment (1 solo, 1 ensemble).</p>

Embedding this knowledge can be supported at home by: Provision of an instrument (if not voice) and a quiet place to practise, access to a device to enable students to listen to music, doing revision quizzes and work on composition tasks, encouragement to attend extra-curricular groups to support music reading and performance development, encouraging students to perform pieces to a small audience (family, friends) to develop experience in performance technique and communication.